



# The Greenane Centre

*Promoting Therapeutic Excellence Through Specialised CPD*

# Specialist Diploma in Neurodiversity Informed Practice



STUDENT HANDBOOK

February 2024





Dear Student,

I am delighted to welcome you to our Specialist Diploma In Neurodiversity Informed Practice. This Award Winning, comprehensive and evidence based Specialist Diploma is suitable for qualified Counsellors, Psychotherapists, Psychologists, Art Therapists, Play Therapists, Guidance Counsellors, and therapists in training. This programme will also benefit Life Coaches, Educators, Family Support Workers, Residential Staff, Youth Workers, and Social Workers who wish to ensure a neurodiversity affirming, strengths based, and informed approach in their work. Participants will develop a sound understanding of the nature and scope of Neurodiversity along with the appropriate skills to work in an informed, ethical and effective manner with clients who identify as Neurodiverse.

Our Specialist Diploma in Neurodiversity Informed Practice is CPD Recognised and Approved by The Irish Association of Counselling & Psychotherapy and facilitated by a team of neurodiverse practitioners.

### **Your Programme Handbook includes:**

- Learning Outcomes
- Contact Details
- Attendance Requirements
- Student Portal
- WhatsApp Group
- Student Personal Responsibility
- Timetable
- Recommended Reading List
- Assignment Briefs
- Assessment Feedback Criteria
- Assignment Format
- Assignment Submission Dates
- Zoom Classroom Guidelines

I hope you will enjoy your training experience with The Greenane Centre.

Kind Regards,



**Programme Director**



## Learning Outcomes

Participants will develop a sound understanding of the nature and scope of Neurodiversity along with the appropriate tools, techniques and skills to work in an informed and effective manner with clients who identify as Neurodiverse.

### Key Learning Outcomes:

- Develop a sound understanding and appreciation of the nature and scope of Neurodiversity.
- Attune to the therapeutic needs of Neurodiverse Clients.
- Enhanced participants competences in working therapeutically with neurodivergent clients.
- Gain the confidence to modify their therapeutic approach in order to meet the needs of Neurodivergent clients.

## Contact Details

**Liz Quish** - Clinical and Training Director - [liz@greenane.ie](mailto:liz@greenane.ie)

Do not hesitate to contact me should you have any academic queries or concerns.

**Paul Quish** – Administration, IT & Accounts - [admin@greenane.ie](mailto:admin@greenane.ie)

Contact Paul should you have any queries regarding course administration, attendance, accounts, and access to your Student Portal.

**Please ensure you state the title of the programme you are undertaking when emailing.**

## Attendance Requirements

**90% Attendance is required in order to receive Certification.**

If for any reason you are unable to present for class please email [admin@greenane.ie](mailto:admin@greenane.ie) and make sure that you state the title of the programme you are undertaking.



## Student Portal

All classes will be recorded. You may review recordings on your student portal in your own time to consolidate your learning. You may download all presentations and notes from your student portal. Please note - all learning materials are for your own use only and may not be redistributed to third parties. Class recording are not available for downloading in order to preserve confidentiality. **Students are not permitted to share their student portal log in or enable access to recordings with third parties. This will be viewed as a breach of confidentiality.**

Access to Student Portal will close on January 31<sup>st</sup> 2024.

## WhatsApp Group

To connect and link-in with each other outside of class, the setting up of a WhatsApp Group is recommended. This group will be for students only. If you would like to be admin of this group, please email [admin@greenane.ie](mailto:admin@greenane.ie). We will forward your email address to all participants who will contact you with their phone number.

## Personal Responsibility

- Each student has a personal and ethical responsibility to ensure their self-care. Students are advised to seek personal therapy and or supervision if triggered personally or professionally by any element of the course content.
- Students must ensure they have a stable internet connection.
- Students must ensure confidentiality during classes, ensuring they are logging into class in a quiet, confidential space without any interruptions.
- As email is our primary mode of communication, students are responsible for checking their emails regularly for correspondence.
- Students must watch the explainer videos sent by Paul prior to programme commencement in order to familiarise themselves with the student portal and the uploading of assignments.
- Students are required to log in and test their Zoom links the day before classes are scheduled in order to ensure a smooth log in at appointed class time.



## Timetable:

**Class Time 10am – 5pm**

The Greenane Centre makes every effort to avoid altering course timetable. However, should any changes be necessary, you will be notified at the earliest opportunity via email.

## Orientation

Facilitator: **Liz Quish**

Thursday, February 1st 2024.

7:30 – 9:30pm

- Introduction to Course Philosophy, Principals, and Assessments

## Nature and Scope of Neurodiversity

Facilitator: **Romy Graichen**

Saturday 3<sup>rd</sup> February 2024,

Sunday 4<sup>th</sup> February 2024.

- Medical and Social Model
- Ableism and Neurodiversity
- Neurodiversity Paradigm
- Neurodivergent Brains and Neurotypical Brains

## Medical and Social Perspectives 1

Facilitator: **Romy Graichen**

Saturday 2<sup>nd</sup> March 2024,

Sunday 3<sup>rd</sup> March 2024.

- Autism
- PDA
- ADHD

## Medical and Social Perspectives 2

Facilitator: **Romy Graichen**

Saturday 13<sup>th</sup> April 2024,

Sunday 14<sup>th</sup> April 2024.

- Dyslexia
- Dyscalculia
- Dyspraxia
- Acquired Neurodivergence



## Autistic Nuances

Facilitator: **Romy Graichen**

Saturday 11<sup>th</sup> May 2024,

Sunday 12<sup>th</sup> May 2024.

- Expressive Language
- Sensory Experiences
- Stimming
- Executive Functioning
- Double Empathy

## Tutorial

Facilitator: **Liz Quish**

Tuesday 21<sup>st</sup> May 2024 – Group 1

Wednesday 22<sup>nd</sup> May 2024 – Group 2

7:30 – 9:30pm

You will be assigned to either Group 1 or Group 2 after Orientation.

## Interpersonal Victimisation

Facilitator: **Dr. Amy Pearson**

Saturday 15<sup>th</sup> June 2024,

Sunday 16<sup>th</sup> June 2024.

- Gender, Sexuality and Neurodiversity
- Masking
- Stigma

## Neurodiversity and Mental Health

Facilitator: **Romy Graichen**

Saturday 6<sup>th</sup> July 2024,

Saturday 7<sup>th</sup> July 2024.

- Barriers to quality of life in Neurodiverse Individuals
- Primary Clinical Presentations
- Adapting and Modifying your Therapeutic Approach
- Modifying the Therapeutic Environment



## Regulation

Facilitator: **Romy Graichen**

Saturday 28<sup>th</sup> September 2024,

Sunday 29<sup>th</sup> September 2024.

- Polyvagal Theory
- Regulation and Co Regulation
- Regulation Tools and Strategies

## Programme Closing – Group Process

Facilitator: **Liz Quish**

Tuesday, 1<sup>st</sup> October 2024.

7:30 – 9:30pm

- Group Process, Exploration of Knowledge and Implications for Professional Practice.



## Recommended Reading List

**The Neurodiversity Reader, Exploring Concepts, Lived Experience and Implications for Practice:** *Damian Milton*

**Unmasking Autism, The Power of Embracing our Hidden Neurodiversity:** *Dr Devon Price*

**Autism in Adults:** *Luke Beardon*

**Avoiding Anxiety in Autistic Adults:** *Luke Beardon*

**Neurotribes, The Legacy of Autism and How to Think Smarter About People Who Think Differently:** *Steve Silberman*

**We`re Not Broken, Changing the Autism Conversation:** *Eric Garcia*

**Divergent Mind, Thriving in a World That Wasn` t Designed for You:** *Jenara Nerenburg*

**The Good Guide to Mental Health on the Autism Spectrum:** *Jeanette Purkis, Dr Emma Goodall & Dr Jane Nugent*

**Helping you to Identify and Understand Autism Masking:** *Emma Kendall*

**The Way I See It, A Personal Look at Autism and Asperger's:** *Dr Temple Grandin*

**Unwritten Rules of Social Relationships, Decoding Social Mysteries Through the Unique Perspectives of Autism:** *Dr Temple Grandin and Sean Barron*

**Developing Talents:** *Dr Temple Grandin & Kate Duffy*

**Emergence, Labelled Autistic:** *Dr Temple Grandin*

**Thinking in Pictures:** *Dr. Temple Grandin*

**Loving Your Place on the Spectrum, A Neurodiversity Blueprint:** *Jude Morrow*

**Why Does Daddy Always Look So Sad? A Memoir:** *Jude Morrow*

**Spectrum Women, Walking to the Beat of Autism:** *Barb Cook & Dr Michelle Garnet*

**Women and Girls with Autism Spectrum Disorder:** *Sarah Hendrickx*

**Nine Degrees of Autism:** *Philip Wylie, Wenn Lawson, Luke Beardon*

**The PDA Paradox:** *Harry Thompson*

**Neuroqueer Heresies:** *Nick Walker*





**The Autism Spectrum Guide to Sexuality and Relationships:** *Dr Emma Goodall*

**The Autism Relationships Handbook:** Joe Biel and Faith G. Harper

**A Mismatch of Salience:** *Damian Milton*

**PDA by PDAers:** *Sally Cat*

**Being Julia, A Personal Account of Living with Pathological Demand Avoidance:** *Ruth Fidler & Julia Daunt*

**Workbook and Summary of Burnout:** *Emily Nagoski & Amelia Nagoski*

**The Autistic Trans Guide to Life:** *Yenn Purkis & Wenn Lawson*

**The Autism and Neurodiversity Self Advocacy Handbook, Developing the Skills to Determine Your Own Future:** *Barb Cook & Yenn Purkis*

**I Am Autistic, A Workbook, Sensory Tools, Practical Advice, and Interactive Journaling for Understanding Life with Autism:** *Chanelle Moriah*

**The Autism Revolution, Making Life All It Can Be:** *Martha Herbert & Karen Weintraub*

**I Have Been Buried Under Years of Dust, A Memoire of Autism and Hope:** *Valerie Gilpeer & Emily Grodin*

**The Reason I Jump, One Boy's Voice from the Silence of Autism:** *Naoki Higashida*

**Odd Girl Out:** *Laura James*

**The Dyslexic Adult: Interventions and Outcomes, An Evidence-based Approach:** *David McLoughlin & Carol Leather*

**The Gift of Dyslexia, Why Some of the Brightest People Can't Read and How They Can Learn:** *Ronald Davis & Eldon Braun*

**The Dyslexic Advantage, Unlocking the Hidden Advantage of the Dyslexic Brain:** *Brock & Fernette Eide*

**Dyslexia Is My Superpower, Most of the Time:** *Catherine Drennon, Loyle Carner & Margaret Rooke*

**The DaVinci Method:** *Garret Loporto*

**Driven to Distraction, Recognizing and Coping with Attention Deficit Disorder:** *Ed Halliwell & John Ratey*



**Delivered from Distraction, Getting the most out of Life with Attention Deficit Disorder:**  
*Ed Halliwell & John Ratey*

**Adult ADHD: How to Succeed as a Hunter in a Farmer's World:** *Thom Hartmann*

**ADHD: A Hunter in a Farmer's world:** *Thom Hartmann*

**ADHD and the Edison Gene, A Drug Free Approach to Managing the Unique Qualities of your Child:** *Thom Hartmann*

**ADHD 2.0, New Science and Essential Strategies for Thriving with Distraction, from Childhood through Adulthood:** *Ed Hallowell & John Ratey*

**The Out of Sync Child Grows Up:** *Carol Kranowitz*

**The Out of Sync Child:** *Carol Kranowitz*

**Interoception, The 8<sup>th</sup> Sensory System:** *Kelly Mahler*

**Living with Dyspraxia, A Guide for Adults with Developmental Dyspraxia:** *Mary Colley*

**Dyspraxia, Developmental Co-ordination Disorder:** *Amanda Kirby*

**Can I Tell You About Dyspraxia? A Guide for Friends, Family and Professionals:** *Maureen Boon*

**Can I Tell You About Tourette Syndrome? A Guide for Friends, Family and Professionals:** *Mal Leicester*

**My Stroke of Insight:** *Jill Bolte Taylor*

If you wish to do your book review on a text that is not outlined on the recommended reading list, please email your request to [liz@greenane.ie](mailto:liz@greenane.ie) for approval.

Please include:

- Text Title
- Author
- Publisher
- Year of Publication



## Assignment Brief:      **Book Review**      **Word Count: 1,500**

### Cover Page:

- Book Review
- Book Title and Author
- Presented By: Your Name
- Word Count

### Assignment Presentation:

- Font Times New Roman
- Font Size 12
- 1.5 Line Spacing
- Headings Font size 14

A well-structured book review contains a heading, an introduction, a summary of the main points or chapters, a critical analysis, an evaluation, and a conclusion. A critical book review is a thoughtful discussion of a text's contents, strengths, and limitations.

### Guidelines:

#### Heading: Not part of Word Count

Book title, author's name, place of publication, publisher name, publication date and the number of pages.

#### Introduction: 225 Words Approx.

In the introduction, introduce the book conveying what the book is about.

#### Summary 450 Words Approx.

In this section of the review, provide an outline of the main themes, principles or concepts presented in the text.

#### Evaluation 700 Words Approx.

Offer a critical review of the text and the ideas presented in it. What stood out for you?. How will this text inform your practice? Give your initial appraisal of the work, include your key observation on the text mentioning strength and weaknesses.

#### Conclusion 125 Words Approx.

Would you recommend this book? Indicate whether you feel the book is worthwhile. Is the book outstanding? Will it make a lasting contribution to its field, or is it less satisfactory? Give a star rating out of 5 – 5 being excellent.



## Book Review – Student Feedback

	Yes	No
Word Count Achieved +/- 10%		
<b>Section 1 - Heading:</b>		
Authors name		
Place of publication		
Publisher name		
Publication date		
Number of pages		
<b>Section 2 - Introduction:</b>		
Clear, concise and well defined introduction presented		
Comment:		
<b>Section 3 - Summary</b>		
Clear and coherent summary of the main themes, principles or concepts presented		
Comment		
<b>Section 4 - Evaluation</b>		
A critical review of the text and the ideas presented		
Comment		
<b>Section 5 - Conclusion</b>		
Well defined closing comment		
<b>Recommended</b>		
<b>Star Rating</b>		
<b>Overall Comment:</b>		



## Assignment Brief : Reflective Journal Word Count: 2000

### Cover Page:

- Reflective Journal
- Presented By: Your Name
- Word Count

### Assignment Presentation:

- Font Times New Roman
- Font Size 12
- 1.5 Line Spacing
- Headings Font size 14

A reflective journal is not simply a summary of the course material; it should include your reactions to what you've learnt, its personal impact on you, and how you will apply the theories, concepts and skills presented in your practice.

### Guidelines:

- Present an introduction outlining the main reflection points presented in your journal.
- What was the most interesting for you? why was that?
- What was your main learning ?
- How will you apply this learning in your clinical work?
- What are your ideas for action, based on your new learning and awareness?
- What did you discover about yourself as a result of completing this programme?

You are not required to use references in this piece of work, however if you feel references will enhance your journal you are free to add quotes and reference points.



## Reflective Journal – Student Feedback

	Yes	No
Word count achieved +/- 10%		
<b>Section 1 - Introduction:</b>		
Clear and concise introduction presented		
Comment:		
<b>Section 2 – Main Body 1</b>		
Most interesting element outlined and discussed		
Comment:		
<b>Section 3 – Main Body 2</b>		
Main learning points identified		
Comment:		
<b>Section 4 – Main Body 3</b>		
Discussion on application of new learning to clinical work		
Comment:		
<b>Section 5 – Main Body 4</b>		
Action Points Outlined		
Self-Discovery		
Expansion of Neurodiverse Lens Evident		
<b>Overall Comment</b>		



## Assignment Format

- Reference APA or Harvard
- Word counts + / - 10% of overall word count
- References/ quotes are included in word count
- References/ quotes are not required for book review (individual choice)
- References/ quotes are not required for journals (individual choice)
- Each assignment must have a cover page as per briefs

## Assignment Submission Date

Assignments to be submitted by 5pm on Friday 18<sup>th</sup> October 2024 through your student portal in Word format.

**Assignments are graded as successful or resubmission.**



## Zoom Classroom Etiquette

- Log into your class on time and from a **distraction-free, quiet and confidential** space.
- Return from breaks at the designated time.
- Please keep your audio on mute until you want to speak. This will help to limit background noise.
- If you would like to use the chat box, remember that it is public to all group participants, however you may send private chat.
- Keep paper and a pen handy to take notes.
- Make sure your video is on so the facilitator and your peers can see you.
- Be mindful of your background lighting. If you are sitting with your back to a window, you may be silhouetted by the light coming through. Your overhead light might also need to be adjusted for the best image quality.
- Remember to sign out or “leave the meeting” when the class is finished.
- If you need a drink or snack, please go off camera and continue to participate with just audio.
- **If you need to leave class for any reason please let your facilitator know by sending a private message on Zoom Chat.**

If you are unable to attend class please email [admin@greenane.ie](mailto:admin@greenane.ie)